

Grey A Test 1 Marking Guidance: What a Stunt!

Recommended for: Year 4 Term 1

Qu.	Skill Area and Strand	Objective	Answers	Marks	Possible Errors	Advice
1	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	The text says, 'Millions of people visit Niagara Falls every year.'	1	Because the word 'popular' is in the question, some pupils may expect to see it in the text. They may give answer: because the Falls are in America.	Look at the first sentence. How many people visit Niagara Falls every year?
2	Literal Comprehension: Information Retrieval Grey A	Retrieve and record information from non-fiction.	53 metres	1	Confusing the volume of water falling every second (5800 cubic metres) with the height of the Falls	Make sure you look at the distance the water falls and not the amount of water that falls.
3	Literal Comprehension: Accuracy Grey A	Make a good estimate of meaning of an unfamiliar word in context.	Rough	1	Cold; calm; deep	Think about the whole context and that the water is at the foot of an enormous waterfall.
4	Literal Comprehension: Information Retrieval Grey A	Retrieve and record information from non-fiction.	With his hands and feet tied together; riding a bicycle	1	Pupils may muddle information about Blondin with information about William Hunt. Two boxes must be ticked.	The first three paragraphs are each about a different stunt artist. Make sure you are reading about Blondin.

5	Literal Comprehension: Information Retrieval Grey A	Retrieve and record information from non-fiction.	Accept a range of answers, e.g. He wanted to out-do Blondin; He wanted to perform a stunt more exciting / impressive than Blondin.	1	Some children may mistakenly think that this question requires a personal response, e.g. He was very brave.	Look carefully at the second sentence of the paragraph about William Hunt. What does 'out-do' mean?
6	Literal Comprehension: Literal Comprehension Grey A	With support, identify main ideas drawn from more than one paragraph.	The daredevil school teacher	1	The Great Blondin; The amazing Niagara Falls; Washing on a tightrope	Re-read the paragraph about Taylor. Which heading best fits the information there?
7	Language for Effect: Literary Language Grey A	Discuss words that capture the reader's interest and imagination.	Accept answers that show an understanding that the barrel moved very fast, like a bullet from a gun.	2	Some pupils may not understand that the word 'shot' implies great force and speed, like a bullet being shot from a gun.	Why did the author choose 'shot' rather than 'fell'? What does this tell you about the way the barrel fell?
8	Literal Comprehension: Literal Comprehension Grey A	Identify main ideas drawn from more than one paragraph.	A rubber ball; a barrel	1	Both containers must be given.	Look through the whole text, from the beginning.

9	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions.	Accept any answer that conveys one of the following: It was too scary / dangerous She thought she was going to die She didn't want anyone else taking the risk she had taken	1	Some pupils may confuse 'ought' with 'can' and assume she means that the barrel is broken.	Consider how Taylor felt when she got out and what advice she might give to others.
10	Language for Effect: Literary Language Grey A	Discuss words that capture the reader's interest and imagination.	Risky	1	Answers that do not describe the stunts, e.g. 'died' (shows the stunts were dangerous, but doesn't describe them) or 'amazing' (describes the Niagara Falls, not the stunts)	Remember to read questions carefully. Re-read the final paragraph. What one word is used to describe the actual stunts?
11	Literal Comprehension: Information Retrieval Grey A	Retrieve and record information from non-fiction	The stunts are dangerous to the people who do them. They are dangerous to the people who have to rescue them.	2	The two reasons are in one sentence and some pupils may not identify two clear reasons. The fact that the noun 'stunts' is not repeated may muddle some readers.	Look at the text again. What do you think the rules are there to prevent?

12	Responding to the Text: Personal Response and Evaluation of the Text Grey A	Giving a personal response to questions.	Any answer that argues for one side of the argument, e.g. Yes, because rescuers could get hurt / it's too dangerous. No, because people should be able to take risks if they want.	2	Answers that contradict or answer for both sides of the argument, e.g. Yes, because rescuers get hurt but no because people should be able to take risks.	Start your answer Yes or No and explain why. Consider the reasons for or against these sorts of stunts and decide how you feel about it. Only argue for one point of view.
			Total:	15		

Grey A Test 2 Marking Guidance: The Recorder Concert

Recommended for: Year 4 Term 1

Qu.	Skill Area and Strand	Objective	Answers	Marks	Possible Errors	Advice
1	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	She was scared of her.	1	Some of the wrong answers may be based on wording in the paragraph; pupils may just see some linked text and assume that is the right answer.	Re-read the paragraph carefully. Remember the answer may not use exactly the same words as in the text, but it will mean the same thing.
2	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	Accept any of the following: People want to be her friend, but she is not very nice to them. Jess isn't really sure / doesn't understand why Emma is popular. Jess doesn't think Emma is very nice.	1	Some pupils may not take on board that the author says 'sort of' and assume Emma Walsh's popularity is based on her attractiveness and her ability to make people do what she wants them to do.	Re-read the paragraph carefully and piece together the evidence about the character. Think about why some people might want to be friends with Emma Walsh, even if she's not very nice.
3	Language for Effect: Literary Language Grey A	Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.	She had a fluttery feeling in her stomach.	1	Pupils may not be familiar with the idiom: 'butterflies'.	When reading, look out for expressions that are not true, but help to explain how someone feels or how something happens, e.g. <i>I have butterflies in my stomach</i> (means you are nervous).

4	Inference: Prediction Grey A	Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.	Accept any two of the following: Jess had butterflies / was anxious. She hadn't practised enough. Jess's plan to mime wasn't going to work. She was afraid of insulting Emma Walsh.	2	Pupils may not pick up on all the clues in the paragraph.	Re-read the relevant text carefully, keeping the question in mind as you read.
5	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	Jess is being sarcastic and doesn't think Emma's job is as important as Emma thinks it is.	1	Some children may not pick up on the fact that Jess is being sarcastic.	Re-read the text again. Do you think that Jess <i>really</i> thinks that holding the music is an important job?
6	Literal Comprehension: Accuracy Grey A	Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.	Ready to march to my fate	1	Some pupils may not be familiar with the idiom 'march to my fate'.	In Independent Reading note any phrases with which you are unfamiliar and ask or look up their meaning.

7	Literal Comprehension: Accuracy Grey A	Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.	<p>She was worried about upsetting Emma Walsh. It was fate / the world playing a trick on her because she had not done the right thing and picked Joanne / she had upset her best friend.</p> <p>(Award 1 mark for each answer. Do not award a mark if the pupil has just copied the phrases from the text.)</p>	2	Some pupils may find it difficult to paraphrase 'the universe's way of getting me back'.	Try to explain something from a story in your own words. You can use character's names and places but don't use the exact text from the story.
8	Language for Effect: Literary Language Grey A	Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.	<p>Tumbled into the pond in the wild-flower garden like a dolphin doing a trick</p> <p>(N.B. Pupils do not have to identify this as a simile to achieve the mark.)</p>	1	Pupils may not recognise the imagery / simile.	Look out for times when the author helps you picture a scene by comparing it with something else.

9	Literal Comprehension: Accuracy Grey A	Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.	First performance	1	Pupils may not be familiar with the word 'debut'.	When working out an unfamiliar word, think about which word would fit into the context of the sentence and what you already know about the text.
10	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	Squeak their way through	1	Some pupils may not be good at reading between the lines to link squeaking with poor playing.	Think carefully about the words the author has chosen. Often the author does not directly tell you something. You have to work out what is meant.
11	Inference: Prediction Grey A	Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.	"I thought it was hilarious."	1	Some pupils may not know 'hilarious' as a synonym for 'really funny'.	Re-read the paragraph carefully and pick out the information given to you by the author.

12	<p>Literal Comprehension: Literal Comprehension Grey A</p>	<p>With support, identify main ideas drawn from more than one paragraph.</p>	<p>Accept any reasonable answers based on the text, for example: She is scared of Emma Walsh. She is lazy (didn't practise). She has good ideas (plans on miming). She is nervous before the performance. She is brave ('ready to march to her fate'). She is forgetful (forgets her jumper). She is clumsy (falls into the pond).</p> <p>(Award 1 mark for any two correct answers, and 2 marks for all three correct.)</p>	2	<p>Pupils may not be good at tracking back over a piece of writing to collect evidence.</p>	<p>When asked for evidence across a whole text, go carefully back over each paragraph to check for relevant information.</p>
			Total:	15		

Grey B Test 1 Marking Guidance: Fuel Up!

Recommended for: Year 4 Term 3

Qu.	Skill Area and Strand	Objective	Answers	Marks	Possible Errors	Advice
1	Literal Comprehension: Literal Comprehension Grey B	Retrieve and record information from non-fiction.	Food Water	1	Pupils may think good quality food is essential, but that is not what the text says.	Read the second sentence carefully.
2	Literal Comprehension: Literal Comprehension Grey B	Retrieve and record information from non-fiction.	If we eat better food we will feel better. We will have more energy.	1	Pupils may not associate 'good quality' with 'better'. The two reasons are contained within the final sentence and pupils may not identify that two reasons are given here.	Re-read the sentence that starts, 'The better the food we eat ...'
3	Themes and Conventions: Text Structure Grey B	Identify how presentation contributes to meaning.	a) It makes it clearer for the readers to see all five (1 mark). b) Bullet points; using bold type; in a paragraph (1 mark).	2	Pupils may realise that the numbered list refers to the identified five items but not be able to express why the numbered list assists the reader's comprehension.	Imagine how this information would look if it was not in a numbered list. Which is easier to read and understand? Why?
4	Literal Comprehension: Accuracy Grey B	Explain meaning of words in context.	Not less than	1	Some pupils may be unfamiliar with the meaning of the phrase 'not less than'.	Read the whole paragraph. Is it a good idea to eat more or less fruit and vegetables? Which phrase is the best to replace 'at least'?

5	Literal Comprehension: Information Retrieval Grey B	Retrieve and record information from non-fiction.	Carbohydrates = To give us energy; Vitamins and minerals = To keep us healthy and well; Protein = To help us grow	1	The answer to this question is all in one sentence with the facts separated by commas. Some readers may read hastily and not absorb the information.	Re-read the first paragraph carefully. Identify the food type and its benefits.
6	Themes and Conventions: Text Structure Grey B	Identify how presentation contributes to meaning.	It shows us the kind of food we should eat (1 mark) It shows how much of each type of food we should eat (1 mark).	2	Pupils may not identify the two purposes of the eatwell plate.	As well as reading the text, look at the image of the eatwell plate. What does it show? Why is there not the same amount of each type of food?
7	Language for Effect: Literary Language Grey B	Explain how a word captures the reader's interest.	Humans need (the best) food to keep going, like a car needs (the best) petrol.	1	Pupils may not tease out the connection between the 'fuel' humans need from food and the 'fuel' a car needs.	Go back to the very first paragraph on the first page. What clues does this give you?
8	Literal Comprehension: Information Retrieval Grey B	Retrieve and record information from non-fiction.	They do not contain many healthy nutrients. They contain a lot of sugar, salt or fat. They can make us put on weight. They don't give us good, lasting energy.	2	The information for this answer is all in the one paragraph, but pupils must read closely to identify all four reasons.	As you read, try to pick out: what these foods have, don't have and what effect they have on us.

9	Literal Comprehension: Information Retrieval Grey B	Retrieve and record information from non-fiction.	<p>True: We should not have soft drinks too often. We should not eat too many cakes.</p> <p>False: We should never eat chips. We should eat a lot of sweets.</p>	1	The answer to this question is in the final sentence of the paragraph, but pupils have to relate it to information found in the rest of the paragraph. Some pupils may find the grammatical construction: 'should not have / should not eat' difficult to decipher, as they may not recognise the negative.	Read carefully and notice which sentences use 'should' or 'should not'.
10	Literal Comprehension: Information Retrieval Grey B	Retrieve and record information from non-fiction.	Healthy Eating Tips	1	This question requires pupils to skim over the text they have already read to recall which heading covered which facts.	Skim read the texts below the sub-headings if necessary to find the right one.
11	Inference: Making Inferences Grey B	Justify inferences with evidence.	To check how much fat, sugar and salt they contain	1	The advice about reading food labels comes in a separate sentence from the advice about cutting back on fat, sugar and salt, and some pupils may not make the connection.	Re-read the third bullet point. Focus on the information in brackets.

12	Themes and Conventions: Range of Texts Grey B	Identify key theme in a text.	To give you advice on healthy eating	1	The pupils have to distinguish between facts introduced in the text and the overall purpose of the text.	Imagine you had to describe to someone what the whole text was about. Which statement matches that best?
			Total:	15		

Grey B Test 2 Marking Guidance: The Bear

Recommended for: Year 4

Qu.	Skill Area and Strand	Objective	Answers	Marks	Possible Errors	Advice
1	Literal Comprehension: Accuracy Grey B	Check that text makes sense, discussing their understanding and explaining meaning of words in context.	Gloomy; murky (Award 1 mark if both answers are correct.)	1	Some pupils may not be familiar with the vocabulary 'gloomy' and 'murky'.	Re-read the sentence and look at the words listed. Which of these words is closest in meaning to 'dark', and would work in the sentence in the same way?
2	Literal Comprehension: Information Retrieval Grey B	Retrieve and record information from fiction and non-fiction.	He wanted a friend / someone to talk to. (Award 1 mark for any explanation that recognises that the bear was lonely.)	1	Some pupils may expect the answer to be in the text preceding the question.	Look for answers not just in the text leading up to the word used in the question (missing) but in other sentences nearby.
3	Inference: Making Inferences Grey B	Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.	Accept any reasonable explanation, for example: It's how the bear knows it is a good time to go to the river to catch fish (he can smell the fish).	1	Some pupils may not have the background knowledge to infer from the text what sniffing the air relates to.	When reading, think about why characters do things (not just what they do).

4	Literal Comprehension: Sequencing Grey B	Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose.	<ol style="list-style-type: none"> 1. The bear woke up and sniffed the air. 2. The bear licked his lips. 3. The bear scratched his back. 4. The bear set off for the river. <p>(Award 1 mark for all statements in the correct order.)</p>	1	Pupils may expect all the information to be together within the paragraph. In this instance the information about waking up occurs at the start of the paragraph.	When looking for information in a text, re-read the whole paragraph to put the events in sequence.
5	Inference: Making Inferences Grey B	Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.	It was easy to catch fish.	1	Some pupils may expect the wording of the question to be exactly the same as the wording in the text.	Re-read the paragraph, remembering that the wording in the question might not be exactly the same as the wording in the text. Think about something that would have the same meaning, but in different words.
6	Language for Effect: Literary Language Grey B	Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.	It was so loud it made the forest shake.	1	Some pupils may not be able to identify this metaphor.	When reading, think about things the author says that might not be exactly true – the forest didn't really shake – but that help the reader to imagine something (in this case, how loud the bear's roar was).

7	Inference: Making Inferences Grey B	Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.	He turned pale. He ran away. (Award 1 mark for two correct reasons.)	1	Some pupils may not be familiar with the expression 'turned pale' as a sign of great fear.	When reading independently, jot down words or phrases that give more detail about a character's feelings or actions.
8	Inference: Making Inferences Grey B	Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.	His belly was full of delicious fish.	1	Pupils may not link the fact that the bear caught and ate a lot of fish with the description: 'his belly full of delicious fish'.	Look for words in the text that give you clues to the words in the question, e.g. 'belly was full' / 'eaten lots'.
9	Language for Effect: Literary Language Grey B	Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.	He stands up as tall as he can. / He drew himself up to his full, terrifying height. He is much taller than the girl. / He towered over the child. He gives a mighty raor. / His roar echoed around the cave and across the forest.	2	Pupils may be confused by the text that talks about the bear being afraid, and the fact that the girl is <u>not</u> scared by the bear.	Read this part of the story again. What does the bear do to try and scare the girl?

10	Inference: Making Inferences Grey B	Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.	<p>Even though the bear has tried to terrify the girl, she does not seem bothered by the sight of the huge bear or the sound of the loud roar. She looks up at the bear and then, as if he were a friend, she holds out some berries to see if he wants some.</p> <p>(Award up to 2 marks for answers that cover: the sight of the bear and his loud roar; the girl not running away; the girl holding out the berries to share with the bear.)</p>	2	<p>Pupils may copy words directly from the text.</p> <p>Others may not understand the question, or find the girl's reaction surprising.</p>	<p>If the question asks you to use your own words, find the answer in the text and then think of words that mean the same as the words the author has used.</p> <p>Read this part of the story again. What does the girl do when she sees the bear? Is this what you would expect to happen?</p>
11	Literal Comprehension: Literal Comprehension Grey B	Identify main ideas drawn from more than one paragraph and summarise these.	<p>He tried to avoid humans. He just wanted humans to go away.</p>	1	Some pupils may find it difficult to draw information from across the whole extract.	When asked for evidence across a whole text, go carefully back over each paragraph to check for relevant information.

12	Inference: Prediction Grey B	Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons.	<p>a) The bear will make friends with the human child. (1 mark)</p> <p>b) It said at the beginning of the story that the bear was lonely. (1 mark)</p>	2	Some pupils may have forgotten information given earlier in the story.	When asked for a prediction, there will be clues given earlier in the text. Go back over the text looking for those clues.
			Total:	15		